DOCUMENT RESUME

ED 391 398 FL 801 099

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TITLE	Phoenix Closures, Inc. Curriculum Guide, Reading and Writing. Worker Education Program.
INSTITUTION	Amalgamated Clothing and Textile Workers Union, Chicago, IL.; Northeastern Illinois Univ., Chicago. Chicago Teachers Center.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	Jan 95
NOTE	26p.
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Behavioral Objectives; Class Activities; Classroom Techniques; Course Content; Curriculum Design; Daily Living Skills; Educational Objectives; Instructional Materials; Interpersonal Communication; Job Skills; *Literacy Education; Occupational Safety and Health; *Organizational Communication; Personnel Policy; Quality Control; *Reading Instruction; Recordkeeping; *Records (Forms); Second Language Instruction; Vocational Education; *Vocational English (Second Language); *Writing Instruction
IDENTIFIERS	Phoenix Closures IL

ABSTRACT

The curriculum guide is designed for a program of English-as-a-Second-Language literacy instruction for textile workers' union members at the Phoenix Closures company. It consists of five themed units, each teaching work-related skills and knowledge. The themes are: health and safety; workplace communication; quality control; work forms; and company rules and procedures. Each unit contains a list of eight or nine instructional objectives, ideas for related lessons and class activities, and cross-references to specific texts and instructional materials. Appended materials include a list of additional suggested texts and an 11-page pre- and post-test of reading and writing skills. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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Phoenix Closures, Inc.
Curriculum Guide • Reading and Writing

Worker Education Program
Chicago Teachers' Center of Northeastern Illinois University
and
The Amalgamated Clothing and Textile Workers Union

January 1995 • Sabrina Budasi Martin

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Theme: Health and Safety

Objectives:	*Lesson Ideas/Activities:*	*Materials:*
1. Orally describe reasons why one is unable to attend work, (i.e. calling in due to illness).	• flash cards, fill in the blank, roleplays w/ cards, problem solving, board game, charades, take notes on roleplay, write dialogues.	• Speaking up at Work, Unit 2 Workskills, Unit 1
2. With no more than 5 errors, spell 20 words related to health and safety hazards.	• Role play, problem posing, identify labels on chemicals & hazardous materials from plant. Cloze exercises. Discuss reasons for procedures & consequences for not obeying them.	• The Working Experience. Book 1, Chapter 10 ,11 Book 2, Chapter 4 • "Lockout/Tagout Safety Training" • "Safety Bingo"
3. Write reasons why one cannot attend work. *	• Group writing, concentration. Label pictures, matching. Begin reviewing steps in writing process.	
4. Capitalize and punctuate a paragraph about a safety issue/procedure with less than 5 errors.	• Cloze exercises, review punctuation & capitalization rules and practice w/student generated sentences.	• "Safety Bingo"
5. In writing, report a problem to your supervisor describing a health hazard in the workplace, explaining consequences of that hazard. *	• Review Roleplay of employees rights & responsibilities. Invite a guest speaker from union ...	• Accident report forms Workskills, Unit 3
6. Write out first aide procedures for at least 6 accident scenarios. *	• Fill out accident reports for misc. scenarios, LEA based on readings, discussions & roleplays	• "Phoenix Closures Accident Report"
7. Scan dictionary to find 12-15 definitions for terminology in "Your Group Insurance Plan," and use correctly in a sentence.	• Alphabetization flashcards Read & discuss articles on workplace accidents.	• Essential Skills in the Workplace: Using Forms & Documents, Unit 1, pp. 35-44
8. Skimming "Your Group Insurance Plan," write answers to at least 10 questions with no more than 3 errors.	• Flashcards, skimming exercises, mini-readings in document, sample health benefit scenarios	• "Employee Benefits" cklist Phoenix ins. claim forms The Working Experience Book 1, Chapter 11

* Lower level students should be able to orally master this competency before writing process.

Theme: Work Issues/Communication in the Workplace

Objectives:	*Lesson Ideas/Activities:*	*Materials:*
1. In a role play, ask for information from union personnel about a problem at work.	• Chart: At work, "How often do You...? (sometimes, rarely...) Discuss grievance procedures & reasonable circumstances	
2. Briefly summarize in writing comments, remarks, or explanations related to worker situations previously discussed in class and written in text form.	• LEA based on discussions & roleplays. Readings on other work issues. Process writing, strip stories, "Thinking & Feeling."	• The Working Experience Book 1, Chapter 5 Workskills, Unit 4
3. Utilize problem solving skills by writing thoughts/opinions/reactions to 15 work related scenarios. *	• Roleplay work scenarios, problem pose	• The Working Experience Book 1 & 2, Chapter 8 Workskills, Unit 6,7
4. Write in a specific format by writing a letter to a company, union, or insurance representative requesting information.	• Process writing, review writing mechanics matching flashcards Student action research	• Union contract, Co. history . ACTWU/labor newsletter Workskills, Unit 8
5. Using technical vocabulary, write sentences in past tense by writing actions taken to remedy work-related problems/crisis.	• Concentration, LEA stories from previous discussions/roleplays. Problem pose a situation where one step in manufacturing process breaks down.	• "Employee Handboook" The Working Experience Book 2, Chapter 10
6. In writing, describe past work experience and how it related to current job or future work goals. *	• Make chart on board of what workers do @ work. Brainstorm skills performed & needed for specific jobs. Use job banks to build skills vocabulary. "Dream Job," "Distance & Space."	• Help wanted ads The Working Experience Book 1, 2, & 3, Chapter 9 Book 3, Chapter 10 Workskills, Unit 9
7. In two paragraphs or more, describe characteristics of a good job and why. *	• LEA about everyone's job, then do follow up (cloze, dictation, strip story). Book 3, Chapter 11	• The Working Experience Book 1, Chapter 4, 8
8. Write 2-3 paragraph reactions(s) to a story or stories written in "Phoenix Captions."	• Extemporaneous class mini-speeches on issues, while other students take notes and critique.	• Notecards, "Phoenix Captions."

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Theme: Quality Control

Objectives:	*Lesson Ideas/Activities:*	*Materials:*
1. Orally answer questions about problems with product and/or machines reporting the problem and possible solutions in a role play.	• Dialogues, roleplays	• Handouts of sample dialogues & role situations
2. Orally give directions to present or repair a QC problem at work.		
3. Alphabetize 25 work related words with less than 3 errors.	• Flashcards, concentration, defect Bingo, Tic Tac Toe of Phoenix closure defects	• Quality control forms, definitions & illustrations
4. Given a picture of tools and work parts, write the location of 10 items & a paragraph on the importance on the use of these items. *	• Dictation, pair info gap	• Realia (caps), pictures The Working Experience Book 1, Chapter 12 Book 2, Chapter 1, 4
5. Spell 20 words related to quality control problems and solutions with less than 5 errors.	• Flashcards, cloze dialogues, problem posing	
6. Write a formal report to supervisor about a defect and/or problem with a tool or piece of machinery on the job.	• Hand out written scenarios to be solved in pairs/sm. groups. Free write reactions to related articles	
7. Compare each shifts quality control graphs by writing at least 3 sentences explaining/describing interpretation of comparisons.	• Compare graphs in newspapers & charts on Phoenix bulletin boards	• Newspapers, company memos Essential Skills for the Workplace: Obtaining Information & Using Resources, Unit 2, 39-48
8. Demonstrate steps of writing process by writing a story about a quality control problem & how it affected other aspects of plant operations.	• Review mechanics in paragraph writing with sentence strips	

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Theme: Work Forms

Objectives:	*Lesson Ideas/Activities:*	*Material:*
1. Read numbers, dates, and time by writing the alpha numeric codes next to written text (20 items) with no more than 5 errors.	• Dictation, information gap Flashcards, card game	• The Working Experience Book 2, Chapter 12
2. Write out text for numbers, dates and time when given alpha & numeric codes for the same with 85% accuracy.	• Flashcards, Tic Tac Toe Work form Bingo/Cloze Small groups	• The Working Experience Book 1, Chapter 4 Book 2, Chapter 7, 13
3. Read abbreviations and/or abbreviated sentences by writing the full meaning for 15/20 items.	• Concentration	• Flashcards w/ work form abbreviations & symbols
4. With no more than 3 errors, complete and order/work form by filling in a information gap with a partner.	• Information gaps, matching exercises	• Essential Skills for Workplace: Using Forms & Documents, Unit 4
5. Summarize work memo by rewriting in simpler language &/or dictionary.	• Group writing, use a thesaurus	
6. Understand/follow through with oral instructions by filling out a work form as dictated by instructor with less than 5 errors.	• Dictation, sentence completion	• Work forms/realia
7. Interpret data from computer printout by matching printout data to related statements or facts.	•Bingo with print out data	• Phoenix computer print-out
8. Make inferences from text by filling out an application from another students/written work history & personal information accurately.	• Read stories about other workers' professions, dictation, info gap questions on past work history Time lines.	The Working Experience Book 1,2,3, any chapter Workskills, Unit 10

* Lower level students should be able to orally master this competency before writing process.

Theme: Company Rules & Procedures

Objectives:	*Lesson Ideas/Activities:*	*Materials:*
1. For job in 3 different departments, orally elaborate an explanation about work procedures.	• Write 2 procedures per class or write in groups	• Phoenix job descriptions Workskills, Unit 2
2. Scan "Change of Employee Status" form for information by answering 5 questions with no errors.	• Information gap	• Human Resource form, The Working Experience Book 1, Chapter 6
3. Convert present tense verbs to present progressive by re-writing a paragraph about work performed on job.	• Writing, flashcards, peer review, worksheets, speeches & class critiques	• Practice work sheets, The Working Experience Book 2, Chapter 1, 9 Workskills, Unit 4
4. With fewer than 5 errors, form the past tense of 20 employee benefit related verbs form their present form.	• Flashcards, writing, peer review, oral speeches, class note taking & critiques. Book 3, Chapter 7, 8	• The Working Experience Book 1, Chapter 6 Book 2, Chapter 12
5. Write job description by sequencing job steps. *	• Free writing.	
6. Write out directions/instructions as if training another employee how to perform a specfic work function. *		
7. Using the "Employee Handbook," identify in writing appropriate actions taken by the company for at least 6 situations.	• problem solving" How to avoid breaking co. rules & what to do if you break them. Compare & contrast rules @ Phoenix with rules at former workplaces and/or similar jobs in native countries.	• Employee Handbook
8. Using the Employee Handbook, understand how to use the table of contents, skimming for information and writing 10 correct responses from related questions.	• Pantomime breaking a rule- Which one? Use dictionary to look up unknown words & use in a sentence.	• Index cards w/rules, dictionary • The Working Experience Book 1, Chapter 5, 7, 8
9. Write a paragraph explaining a machine/work function.	• Writing	

* Lower level students should be able to orally master this competency before writing process.

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Other suggested texts:

Mastering Reading: Skills for Success/Reading, Book 1 & 2
Robert Bentre Associates

Work Force Literacy Skills for Jobs 2000, Book 1 & 2
Stuart Margulies, Ph.D.

ESL for Action: Problem Posing at Work
Elsa Roberst Aurbach & Nina Wallerstein

Improve Your Reading Improve Your Job
Jeanne M. Miller

Communication Skills that Work, Book 1
Wendy Stein

Reading Skills that Work, Book 2
Susan Echaore-Yoon

Speaking Up At Work
Catherine Robinson & Jenise Rowekamp

Basic Composition for ESL: An Expository Workbook
Jann Huizenga, Courtenay Meade Smellings & Gladys Berro Francis

Write from the Start
David M. Davidson & David Blot

Phoenix Closures, Inc.
Pre/Post Test • Reading and Writing Skills

Name _____

Date _____

A. Circle one correct answer to each question.

1. Are you sitting in class right now?
   Yes, I do. No, I not.
   Yes, I am. No, I don't.
   Yes, it is. No, I'm not.

2. Do you wear earplugs every day at work?
   Yes, I do. No, I not.
   Yes, I am. No, I don't.
   Yes, it is No, I'm not.

3. Do you usually enjoy your work?
   Yes, I do. No, I not.
   Yes, I am. No, I don't.
   Yes, it is. No, I'm not.

4. Are you wearing jeans right now?
   Yes, I do. No, I not.
   Yes, I am. No, I don't.
   Yes, it is. No, I'm not.

5. Does your mother speak Spanish?
   Yes, she do. No, she don't.
   Yes, she is. No, she not.
   Yes, she does. No, she doesn't.

6. Do your socks match today?
   Yes, it is. No, they not.
   Yes, they are. No, is not.
   Yes, they do. No, they not.
   No, they don't.

7. Do you speak Polish?
   Yes, I do. No, I not.
   Yes, I am. No, I don't.
   Yes, it is. No, I'm not.

8. Do you speak Japanese?
   Yes, fluently.
   Yes, only a little.
   Are you kidding?

B. Use the words in the box to fill in the blanks. You may use each word more than once.

at	for	in	to	on
off	with	up	down	

Efrain has worked _____ Phoenix Closures _____ ten years. He was born _____ Mexico and moved _____ Aurora _____ 1982. He lives _____ a blue house _____ Market Street. Every morning, he gets up _____ 6 a.m. He has cereal and milk _____ breakfast. He also drinks coffee _____ sugar and cream. Then he takes his daughter _____ school _____ his red Chevy. After he drops her _____, he picks _____ his co-worker, Frank, and drives him _____ work. Sometimes Frank drives and Efrain rides _____ Frank.

C. Follow instructions.

1. Yolanda's first day at Phoenix was January 4, 1990. Write that date using only numbers (numerals). _____

2. Alicia plans to take her vacation beginning 6/12/95. Write that date using words and numbers. _____

D. Put this list of cap defects in alphabetical order.

scratched	1. _____
flash	2. _____
short	3. _____
high gate	4. _____
stripped threads	5. _____
off color	6. _____
grease	7. _____
pulled threads	8. _____
doming	9. _____
sinkage	10. _____

E. Some of the following words are misspelled, and some are spelled correctly. Write OK on the line if the word is correct. Write the correct spelling for the ones that are spelled wrong.

1. operater _____
2. responsability _____
3. molding _____
4. accident _____
5. employe _____
6. maintnance _____
7. humane resources _____
8. abcense _____
9. produccion _____
10. senority _____
11. emergency _____
12. factry _____

F. Capitalize and punctuate the following paragraph.

good housekeeping on the job is important keep your work area clean throw away rubbish as it accumulates put tools away when you are finished using them clean up spills as soon as they occur establishing a good housekeeping system has many benefits first less time and effort are required to keep the work area clean second things do not get lost and mixed up finally clean floors reduce the amount of slipping tripping and falling

G. Read and follow directions.

1. You find out that your neighbor works at Phoenix and you want to know what shift she works. Write the question you would ask her.

_____

2. You want to know where a friend was born. Write the question you would ask him or her.

_____

3. I want to know why my students are taking this class. What question should I ask them?

_____

H. You were in an accident at work on January 4, 1995, at 12:15 p.m. You were walking to the cafeteria when you slipped and fell because of some water that was on the floor. You had a hard time getting up and your ankle was sore. You later discovered that it was sprained. Report the accident on the Accident Report Form below. Fill in the form completely.

PHOENIX CLOSURES ACCIDENT REPORT

● THIS SECTION TO BE COMPLETED BY EMPLOYEE:

Employee: _____ Date/Time of Accident: _____

Supervisor: _____ Dept./Shift: _____

Date/Time Accident Report Completed: _____

Witnesses: _____

Part of Body Injured (be specific): _____

Have You Ever Injured This Part Before? _____

Location of Accident: _____

Task Being Performed: _____

How Did Accident Occur? _____

_____

_____

_____

I. Read the company policy below. Then, write in the correct answers to the questions that follow.

> Employees must arrive on time for work. Supervisors will check to see that all their employees are working at the correct start time. Employees who are late must make up the lost time. They may take a short lunch period, skip one or more breaks, or stay late to finish work. Employees who are late more than two times per week may have their pay docked. Employees who continue to arrive late for work may be terminated.

1. Who checks to see if employees start work on time?

2. If an employee is late, how can he or she make up the lost time?

3. Mary is late for work three times in one week. What happens to her?

J. Number the job tasks in the correct order from 1 to 6. The first one has already been done for you.

____ Tape and label boxes.

_1_ Take product parts from the stock room.

____ Pack product into boxes.

____ Assemble product on the line.

____ Ship boxes to customers.

____ Distribute assembly parts to workers.

K. Read and circle the correct answer to the questions.

A memo says, "During the summer, the first shift will begin at 6:30 a.m. and end at 2:30 p.m. This change will take effect on Monday, June 5th and continue through August. Starting in September, the schedule will return to 7:30 a.m. to 3:30 p.m."

1. The first shift schedule is the same all year.

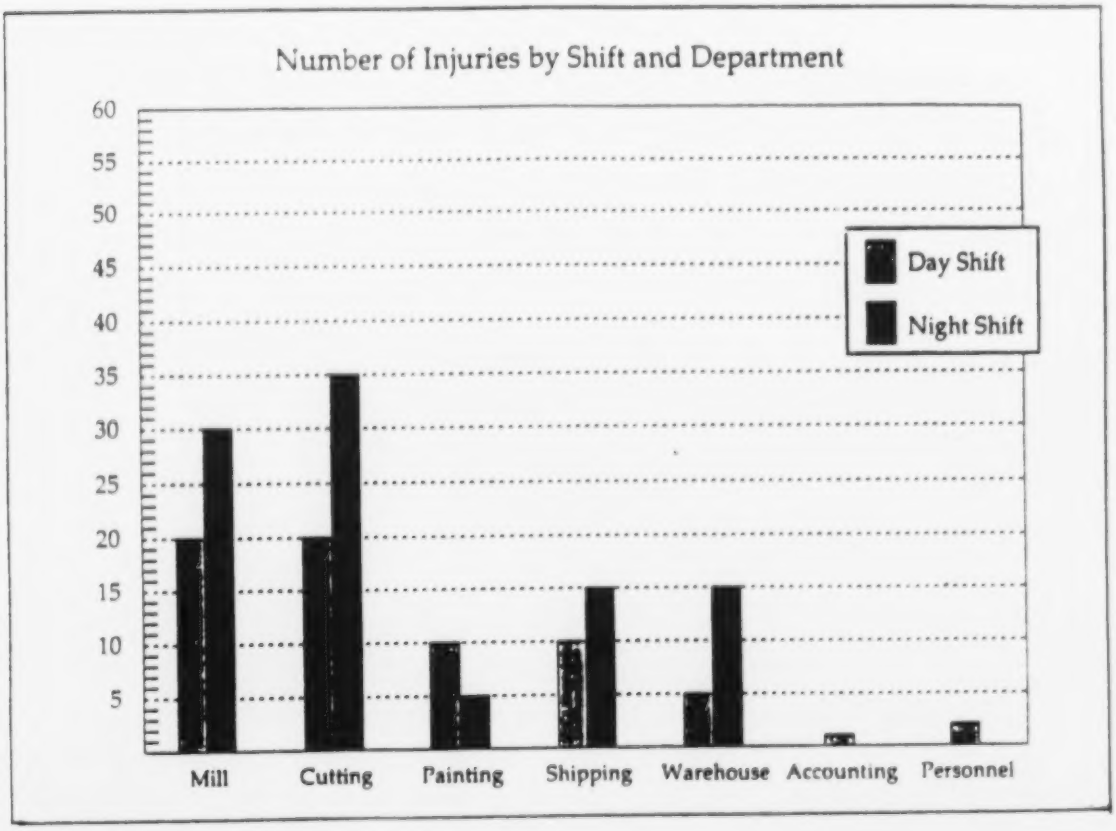
   A. True B. False

2. Gerardo works first shift. What time does he start work on Wednesday, June 7th?

   A. 7:30 a.m. B. 6:30 a.m. C. 2:30 p.m.

L. Write one or two complete sentences telling your supervisor that you won't be at work tomorrow and why not.

M. Look at the chart below and answer the questions that follow.



1. Which department had the most injuries?

2. Which department had more injuries during the day shift than during the night shift?

3. Which department had the fewest injuries?

4. How many injuries were there during the night shift in the shipping department?

N. **Circle the correct word in each sentence.**

1. Manuela (talk, talks) a lot at work.
2. Phoenix almost never (shut, shuts) down.
3. There (is, are) five shifts at Phoenix.
4. There (is, are) about 25 workers on each shift.
5. Jose (want, wants) to get a better job.
6. Gai and Vicente (was, were) late to work.
7. Pat and Sue (study, studies) English every day.
8. Leonso (check, checks) his work carefully.

O. **Add "ing" to the following verbs. Change them to make the spelling correct, if necessary.**

operate _____ ask _____

label _____ take _____

get _____ fill _____

write _____ change _____

look _____ order _____

measure _____ move _____

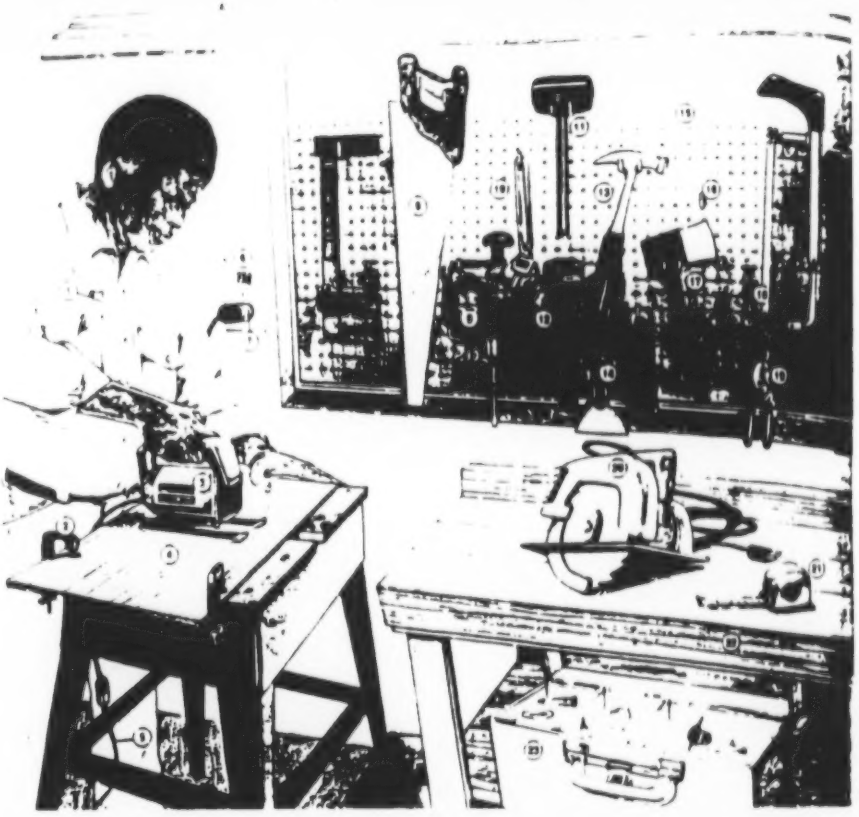
lift _____ put _____

P. **Read and answer the questions.**

1. You worked two hours overtime during a pay period. When you get your check, you notice that you were not paid for the overtime hours. What would you do?

2. You notice that your co-worker is making mistakes on the job. What would you do?

1. carpenter's rule
2. C-clamp
3. jigsaw
4. wood
5. extension cord
6. outlet
7. grounding plug
8. saw
9. brace
10. wrench
11. mallet
12. monkey wrench
13. hammer
14. scraper
15. pegboard
16. hook
17. hatchet
18. hacksaw
19. pliers
20. circular saw
21. tape measure
22. workbench
23. toolbox



Q. Write a complete sentence about each tool named below, telling its correct location in the picture.

EXAMPLE: saw (#8 in the picture) The saw is on the pegboard between the carpenter's rule and the brace.

1. scraper (#14) _____

_____

2. circular saw (#20) _____

_____

3. hacksaw (#18) _____

_____

4. mallet (#11) _____

_____

5. toolbox (#23) _____

_____

6. man _____

_____

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R. **Change these sentences to past tense. The first one is done for you.**

Example: Judy works at Wendy's.

Judy worked at Wendy's.

1. Aurora lives in Aurora.

2. Rosalinda brings her lunch to work.

3. Ray drives here from Chicago.

4. Maria labels lots of boxes.

5. Tad is a good worker.

6. Many students ask for help.

7. Christine operates several machines.

S. **Write a brief note to your supervisor telling about a problem at work.**

T. The table of contents below is from the Phoenix Employee Handbook. Use it to tell on what page you would expect to find the answers to the questions that follow. (Do NOT answer the questions.)

1. Does the company provide health insurance? page_____

2. Can my child call me at work? page _____

3. Will the company help me go to college? page _____

4. What day do I get paid? page _____

5. What happens to an employee caught drinking on the job? page _____

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U. Below is a passage from your Employee Handbook. Pewrite it in simpler, clearer language.

Statement of Purpose

This employee handbook is presented as a matter of information only and it supercedes any other manual or statements of policy previously issued. It will be subject to updating or changes at the Company's sole discretion. This employee handbook does not intend to confer any rights or privileges upon you nor does it constitute terms of an employee contract. Any specific questions pertaining to any information in this employee handbook should be directed towards Human Resources or your Supervisor.